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ABSTRACT

The Computer-Assisted Bilingual/Bicultural Multi-Skills Project at Jamaica High School completed the first year of a 3-year funding cycle in June 1984. The Project served 101 students of limited English proficiency (LEP). Most were Hispanic or Haitian, but other ethnic groups were also represented. The students tended to be from rural, poor areas of their native countries. As a result, many had limited educational experiences; over 50 percent of the students were overage for their grade placement. The project's goals were improving students' English language proficiency; developing native language arts curricula to enhance native language skills and the students' self-image; mainstreaming students into all-English classes as soon as possible; developing career awareness programs for students; developing staff skills in using microcomputers to teach LEP students; providing meaningful parent workshops and seminars; and designing electronic and print instructional materials to meet students' needs in specific content areas in native language arts. Participants took three classes focusing on developing skills in the English language: an English as a second language (ESL) class, a language lab, and the resource room class. The remainder of their program included a variety of mainstream and native language classes. In its first year, the program has been generally successful in meeting its instructional and non-instructional objectives. Performance in ESL, native language, and content-area classes met the criteria proposed. The objectives for student attendance, career advisement, and curriculum development were also attained, while those for staff development and parental involvement were generally met. (KH)

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Jamaica High School

Computer-Assisted Bilingual/
Bicultural Multi-Skills Project

1984-85

OEA Evaluation Report

O.E.A. Evaluation Section Report

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Grant Number: G00-842-5052

Jamaica High School

Computer-Assisted Bilingual/
Bicultural Multi-Skills Project

1984-85

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Eileen Petruzillo

Project Director:
Bobette Beinhacker

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A SUMMARY OF THE REPORT

The Computer-Assisted Bilingual/Bicultural Multi-Skills Project at Jamaica High School completed the first year of a three-year funding cycle in June, 1984. The project served 101 students of limited Engligh proficiency (LEP). While the student population was largely Hispanic or Haitian, other ethnic groups were also represented. The students tended to be from rural, poor areas of their native countries. As a result, many had limited educational experiences: over 50 percent of the students were overage for their grade placement.

The project's proposal included a range of instructional, curriculum development, staff development, and affective goals. Its first-year goals specifically addressed improving students' English language proficiency; developing native language arts curricula to enhance native language skills and the students' self-image; mainstreaming students into all-English classes as soon as possible; developing career awareness programs for students; developing staff skills in using microcomputers to teach LEP students; providing meaningful parent workshops and seminars; and designing electronic and print instructional materials to meet students' needs in specific content areas and in native language arts.

The supportive services offered to students went far beyond those proposed and included: guidance and counseling in the students' native languages; tutoring and academic enrichment in the resource room; a summer immersion program to help students learn about urban life and to familiarize them with Jamaica High School; home visits; formal and informal counseling sessions with teachers and regular counseling staff; and activities designed to enhance students' self-esteem. These activities and services were facilitated by the supportive and creative supervision offered by the project director, the assistant principals for foreign languages and guidance, and the principal.

Participants participated in three classes focusing on developing skills in the English language: an English as a second language (E.S.L.) class, a language lab class, and the resource room class. The remainder of their programs included a variety of mainstream and native language classes. The central focus of each student's program was the project resource room which was designed to help students develop their English language skills, develop their native language skills, and succeed in their mainstream subject classes. In concert with the project's goals, students were mainstreamed into regular content classes as soon as possible, beginning with physical education, art, and keyboarding.

Students were also encouraged to contribute to and participate in school life through clubs, student publications, and trips.

Title VII funds supported administrative and support services staff; instructional positions were supported by tax-levy funds. Staff development activities consisted of monthly meetings, demonstration lessons and workshops, and attendance at city, state, and federal conferences. Curricula were developed or adapted in Spanish and French/Creole native language arts, mathematics, and computer literacy and keyboarding for bilingual students. Computer software was also developed in E.S.L. syntactic skills, and mathematics. Computer training workshops were offered to parents of program students and were well attended.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native lanugage (teacher-made tests); math, science, and social studies (teacher-made tests); and attendance (school and program records).

Quantitative analysis of student achievement and attendance data indicates that:

-- Students tested with Levels 1 and 2 of the CREST met the proposed objective of mastering an average of one CREST objective per month of instruction.

-- Over 75 percent of the Spanish- and Haitian Creole-speaking students passed their native language arts examinations, thus meeting the proposed objective.

-- The program objective -- that the percentage of program students passing content-area subjects would be as high as that of mainstream students -- was reached in each content-area both semesters, except in mathematics courses in the fall.

-- The attendance rates of program and mainstream students were statistically equal, thus meeting the program objective.

The following recommendations are offered for possible program improvement:

-- Moving the resource room to larger, more secure quarters.

-- Implementing a more systematic way of evaluating the appropriateness of software.

-- If funding permits, including the summer session and after-school enrichment classes within the scope of the project.

-- If the numbers of eligible students increase, adding bilingual content-area courses in areas where students demonstrate a need, and where their numbers are sufficient to form classes.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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JAMAICA HIGH SCHOOL

COMPUTER-ASSISTED BILINGUAL/BICULTURAL

MULTI-SKILLS PROJECT

Location:	167-01 Gothic Drive Jamaica, New York 11432
Year of Operation:	1984-85, First Year of a Three-Year Funding Cycle
Target Languages:	Spanish, Haitian Creole
Number of Students:	101 students in grades nine through twelve
Principal:	Eileen Petruzillo
Project Director:	Bobette Beinhacker

I. OVERVIEW

The Computer-Assisted Bilingual/Bicultural Multi-Skills Project at Jamaica High School completed the first year of a three-year funding cycle. It was designed to provide a comprehensive bilingual/bicultural program for limited English proficient (LEP) students whose native language is either Spanish or Haitian Creole, although some students of other language groups also receive program services. One of the program goals is to mainstream students as quickly as possible. In view of this, the program has undertaken the ambitious tasks of materials development, curriculum innovation, and staff training.

The program provides computer-assisted instruction primarily in English as a second language (E.S.L.). Each program student attends three classes which focus on English language instruction: an E.S.L. class, a language lab, and the resource room class. The remainder of students' programs include a range

of mainstream classes and a native language arts class. Of all these, the resource room and E.S.L. classes are the central points of the program.

The program is staffed by a project director, two resource teachers, a grade advisor, a guidance counselor, and a para-professional. Of the two resource teachers, one is bilingual in English and Spanish, the other is trilingual in English, French, and Haitian Creole.

One of the main problems encountered by the program during the first year of operation was the late arrival of the APPLE computers ordered for the project. As a result, the project director began instruction using the school's Radio Shack hardware. While the students felt comfortable making the transfer from one system to another, the special software created for the program required tedious re-coding to work on the new computer. Of the terminals available for student use, several were not in working order due to missing or incompatible parts. The late start-up also meant that there was not enough time for the staff to search for and evaluate software for student use and to schedule sessions for parents. The program director indicated that this would be a priority for the 1985-86 school year.

Another problem still facing the project is that the resource room is smaller than needed, and does not contain adequate furniture for the equipment in use.

Despite these problems the Queens High School superintendent selected this project as an exemplary computer project in

bilingual education. Project staff presented materials at a citywide high school principals' conference in the spring of 1985, and as a result, several high schools have asked the project to share its materials with them.

II. STUDENT CHARACTERISTICS

Sixty-two percent of the program students reported were Spanish speakers, the majority of whom were born in Central and South America. Twenty-nine percent of the students were speakers of Haitian Creole (see Table 1).

Most of the students came from rural areas in their native countries where access to formal education was limited. As a result, most of the students were placed in the ninth and tenth grades, and 54 percent were overage for their grade level (see Table 2). Many lacked study skills and were unfamiliar with the rules of behavior for high school students in American schools. As a result, the program held a summer orientation session in which this special group of students were taught how to use pubic transportation and adhere to a set schedule; they were introduced to community resources and to the school itself. In September of 1984, they joined other students to participate in the Title VII program. For those with additional needs, the program offered after-school enrichment classes.

TABLE 1

Number and Percent of Program
Students by Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Dominican Republic	14	14
	El Salvador	12	12
	Puerto Rico	10	10
	Central and South America	26	26
Haitian Creole	Haiti	29	29
	Guatemala	1	less than 1
English	South America	1	less than 1
Middle Eastern	Middle Eastern	5	5
Mandarin	Asian	3	3
TOTAL		101	100

- The majority of program students (62 percent) are native Spanish speakers. Most of the students in this group were born in various Central and South American countries. The second and third largest subgroups were born in the Dominican Republic and El Salvador, respectively.

- The second largest group (29 percent) is made up of students born in Haiti. They are reported to be native Haitian Creole speakers.

- The third group (eight percent) comprises students born in the Middle East and Asia. The native languages spoken by these students include Middle Eastern languages, Hebrew, and Mandarin.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	3*	0	0	0	3
15	14*	4*	0	0	18
16	15	16*	1*	0	32
17	2	8	6*	0*	16
18	5	4	10	2*	21
19	0	4	5	0	9
20	0	1	0	0	1
21	0	0	1	0	1
TOTAL	39	37	23	2	101
Overage Students					
Number	22	17	16	--	55
Percent	56	46	70	--	54

*Expected age range for grade.

- Fifty-four percent of the program students were overage for their grade placement.
- The highest percentage (70 percent) of overage students was in grade eleven.

III. FINDINGS

The evaluation findings for the 1984-85 academic year include both objectives measurable by standardized test results and those based on an examination of program records, site visits, and interviews with program and school personnel. The findings are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

-- As a result of participating in the project, students enrolled in levels 1 and 2 of the E.S.L. sequence will master an average of one CREST objective per month of treatment.

E.S.L. and language lab classes were offered on three levels from beginning to advanced. All classes followed the New York State curriculum, and paraprofessionals were present in most of the E.S.L. classes. Appendix A presents a description of the E.S.L. classes offered in both the fall and spring.

The goals of the resource room program were to help students develop their English language skills, and to help them succeed in mainstream subject classes through highly individualized assistance. Although the Title VII program was specifically designed for Spanish- and Haitian Creole-speaking students, several students participating in the resource room were speakers of other native languages.

A member of the evaluation team observed a session in the resource room. As students entered, each proceeded to work on

planned activities. Some worked on computers with commercial software; some worked with software designed by the program. Several worked on problem areas in mainstream assignments, such as economics. Other students worked on English language skills with the teachers. Instruction was delivered in English, although special help and directions were often offered in the student's native language. In addition, while the software was written in English, students could press a special HELP key to see translations of the questions in their native language.

One E.S.L. teacher stated that instruction was more effective for program participants due to the reinforcement given in the resource room. Using the computers to reinforce their English language skills gave the students another means to language development. Program participants in this E.S.L. class had supplies and materials not available to other classes. The range of instructional approaches used was considered broad enough to meet the needs of all the students.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Board of Education to measure mastery of the syntax skills presented in

*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test, Board of Education of the City of New York, Division of High Schools, 110 Livingston St., Brooklyn, N.Y. 11201.

the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 3 presents the test results for students who were pretested and posttested with the same CREST level. Of the students who were reported to be taking E.S.L. classes (levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 44 percent in the fall and 76 percent in the spring.

Examination of Table 3 reveals that overall, the objective was achieved by all students at Level 1 in the fall and at Levels 1 and 2 in the spring. No students were reported as being tested at Level 2 in the fall.

TABLE 3

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	42	7.1	4.6	16.2	8.6	9.1	6.1	2.8
3	2	5.0	2.8	8.0	1.4	3.0	1.4	1.8
TOTAL	44	7.0	4.5	15.9	8.6	8.9	6.1	2.8
				SPRING				
1	37	11.4	6.7	16.8	7.2	5.4	3.5	1.9
2	26	14.9	6.2	16.7	6.1	1.8	3.2	1.3
3	13	9.9	3.7	12.1	2.5	2.2	1.6	0.7
TOTAL	76	12.3	6.4	16.0	6.4	3.7	3.6	1.5

- On the average, students at Levels 1 and 2 mastered an average of 2.8 objectives per month of instruction in the fall and 1.7 objectives per month of instruction in the spring.

NATIVE LANGUAGE ARTS

-- As a result of participating in this project, at least 75 percent of the students will score at or above the 65 percent passing criterion in Spanish or Haitian Creole native language arts each semester/year.

Two levels of Spanish language arts and native French/Creole were offered in the fall. In the spring, four levels of each language arts course were offered. Appendix B presents a description of the native language classes offered to program students.

Student Achievement in Native Language Arts

Table 4 presents the passing rate for program students in native language arts courses. A weighted average for the year was also computed. Examination of Table 4 reveals that the program objective was achieved both semesters by both Spanish- and Haitian Creole-speaking students.

TABLE 4

Passing Rates for Native Language Arts Courses

	FALL		SPRING		TOTAL
	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
All Students	67	89.6	77	80.5	84.7
Spanish	40	87.5	51	82.4	84.6
Haitian Creole/ French	27	92.6	26	76.9	84.9

- Overall, the program objective was achieved both semesters.

CONTENT-AREA SUBJECTS

-- As a result of participating in this project, the percentage of students scoring at or above the 65 percent passing criterion in substantive subjects will be as high as that of mainstreamed students.

As the program did not propose to offer bilingual instruction in content-area subjects, program students were enrolled in mathematics, science, social studies, and vocational courses with the mainstream population of the school. Such courses included fundamental math, general science, global and American history, jewelry-making, art appreciation, and keyboarding.

Student Achievement in Content-Area Courses

Table 5 presents the passing rates for program and mainstream students in mathematics, science, and social studies courses each semester. Statistical significance of the difference between program and mainstream passing rates was determined through a z-test for the significance of the difference between two proportions*. This procedure tests whether the difference in the rates for two independent groups is greater than can be expected by chance variation.

Examination of Table 5 reveals that the program objective was reached in each content area both semesters, except in mathematics courses in the fall. There was no significant difference between the passing rates of program and mainstream

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1958.

students in fall science classes and in all subjects in the spring. Students enrolled in fall social studies classes had a significantly ($p<.01$) higher passing rate than did mainstream students.

TABLE 5

Passing Rates for Program and Mainstream Students in Content-Area Courses

	BILINGUAL PROGRAM		MAINSTREAM CLASSES		
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	z-test Value
		FALL			
Math	38	34.2	1104	58.2	-2.94**
Science	22	63.6	1057	57.5	0.57
Social Studies	10	100.0	1633	70.1	2.06**
		SPRING			
Math	32	50.0	715	47.3	0.30
Science	18	94.4	366	75.1	1.87
Social Studies	12	50.0	1025	71.9	-1.67

**Statistically significant at the .01 level.

CORNELL CAREER PROJECT

-- Project students in grades nine and ten will participate in at least three Cornell Career Project activities which provide speakers to present information on career options and skills requirements.

-- All project students will meet with the guidance counselor or E.S.L. coordinator for academic advisement and career planning at least three times each semester.

According to the project director, Cornell University never finalized its participation in the program's career component. As a result, the program developed its own activities to increase students' awareness of career options and skill requirements. In October and December, two career seminars for ninth and tenth graders were held. The October seminar included representatives from major airlines including a reservations worker and flight attendant, who discussed training, job responsibilities, and the role of bilingualism in their work. At the December seminar, local librarians discussed similar topics. After each seminar, students were asked to write a brief report explaining what they had learned, and their interests, if any, in that particular career.

Program students also met with the guidance counselor or the E.S.L. coordinator for academic advisement and career planning three times during the fall semester and four times during the spring. Students also informally discussed their career plans with the project resource room teachers. Program students also participated in a college/career night held for all students at the school. In the fall, 20 ninth and tenth graders attended college/career night. In the spring, each ninth and tenth grader

met once in a small-group setting to discuss career options with the bilingual counselor or E.S.L. coordinator.

Future plans for increased career awareness include using Career Scan and Metro Guide, computerized career assessment and college inquiry tools; inviting guest speakers from government and industry; and forming small group career sessions.

CURRICULUM DEVELOPMENT

-- By the end of the first project year, curricula will have been developed in Level I of Native Language Arts, Spanish and Haitian Creole, designed to develop native language skills and appreciation of cultural heritage.

-- By the end of the first project year, the assistant principal/computer science and computer specialists will have developed, with the assistance of the resource teachers, native language-based computer-assisted instructional software in E.S.L., native language arts, and mathematics designed to supplement these courses.

One of the unique features of this program is its proposal to develop not only classroom materials, but also instructional computer software to meet the students' needs in the areas of E.S.L., native language arts, and mathematics. During the project's first year, materials were developed or adapted in Spanish and French/Creole native language arts (levels 1 through 6), basic skills in mathematics, and computer literacy and keyboarding for bilingual students. Most of these materials were already in use in program classes. Computer software was also developed in E.S.L. syntactic skills, and mathematics. These materials were also being used by program students at the time of the evaluation visits.

STAFF DEVELOPMENT

-- By the end of the first project year, staff will have received training in bilingual education through participation in courses sponsored by Hofstra University, and will participate in all workshops, seminars, and conferences sponsored by the New York City Board of Education Office of Bilingual Eduation and the Division of High Schools.

-- By the end of the first project year, staff will have participated in on-site semi-monthly training workshops in computer hardware operation and the utilization of computer-assisted instructional software and utilities designed to improve the English language skills and academic skills of project students.

According to the project director's report, the staff did not participate in activities sponsored by Hofstra University. The director, however, did participate in a five-session workshop at Columbia University, the SABE conference at Grossingers, New York, and the NABE conference in San Francisco. Three program staff members attended a conference on computers in bilingual education at Columbia University. The project director and the resource teachers also attended an instructional fair sponsored by the BEMSC at Long Island University, and a conference sponsored by District 13.

Staff development activities in school included monthly meetings for all Title VII and foreign language staff. The topics discussed included student progress, program goals and objectives, and curricula and materials evaluation.

Bard College sponsored a writing workshop for Title VII staff members in January. The project director also held a 10-session workshop on word processing for the resource teachers and E.S.L. coordinator.

Project staff also attended four demonstration lessons on teaching writing and on software available for student use. A review of these activities indicates that the program objectives for staff development were clearly met.

AFFECTIVE DOMAIN

-- As a result of participating in the project, students will maintain an attendance rate that is equal to or greater than the attendance rate of the mainstream students.

-- As a result of participating in the project, students' suspension rate will be significantly lower than the suspension rate of the mainstream students.

Since the school's attendance rate includes the attendance of program students, statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion*. This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance rate for program students was 90.51 percent, approximately 4.67 percentage points above the schoolwide attendance rate (85.84 percent). The z-test results (z=133) indicated that the attendance rates are statistically equal. Thus the program objective was met.

According to the project director, 59 mainstream students were suspended in the fall, and 36 students were suspended in the

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*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

spring. As no program students were suspended during these same semesters, the program objective was clearly achieved.

During the academic year, 20 students left the program: eight students were fully mainstreamed; seven returned to their native country; and five transferred to another school.

PARENTAL INVOLVEMENT

-- By the end of the first project year at least 30 percent of the project parents will have participated in on-site semi-monthly Saturday computer training workshops designed to enable them to participate more fully in the education of their children.

According to the project director, parents of project students participated in nine sessions of two workshops. Topics included computer hardware vocabulary, how a computer works, how to operate a computer, and utilization of E.S.L. software. The number of parents attending each workshop is presented in Table 6. Although it is not clear from the objective whether it was intended that 30 percent of the parents would attend all of the workshops, the data indicate that more than 30 percent attended at least once.

TABLE 6

Attendance at Parent Computer Workshops

	September	October	November	December	January
Workshop 1	37	40	24	22	19
Workshop 2	--	29	31	23	14

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In its first year, the project has been solidly implemented. Program implementation appears to have been based on a number of strengths: good program organization; the high quality of the faculty and their positive attitudes towards the students; and the development of custom-designed print and computer materials for the students. The goal to move students as quickly as possible from E.S.L. to mainstream classrooms seems to be supported by the school staff and administration.

The project director appears to be a skilled instructor, an effective administrator, and well-versed in using computer programs to develop language skills. As a result, the program is highly visible and respected by non-program staff and students. There is good articulation among program staff, which has led to a cohesive and integrated approach to teaching program students. Software developed for the program is instructionally sound, technically well executed, and enjoyable for students.

The main problems noted in the program's first year were the late arrival of equipment, and the small resource room. In its first year, the program has been generally successful in meeting its instructional and non-instructional objectives. Performance in E.S.L., native language, and content-area classes met the criteria proposed. The objectives for student attendance, career advisement, and curriculum development were also attained, while those for staff development and parental involvement were

generally met. The overall achievement of program objectives is a reflection of successful program implementation and the staff commitment on which it rests.

RECOMMENDATIONS

The following recommendations are offered for possible program improvement:

1) If possible, the resource room might be moved to larger, more secure quarters.

2) Seeking additional help in evaluating the appropriateness of software might be considered, since staff time is limited. Because good software evaluations are very time-consuming, these services might be purchased through a reputable organization such as EPIE, MICROSOFT, or Courseware Report Card.

3) If funding permits, the summer sessions and after-school enrichment classes should be part of the scope of the project.

4) If the numbers of eligible students increase at Jamaica High School, the program might consider adding bilingual content-area courses in areas where students demonstrate a need, and where their numbers are sufficient to form classes.

V. APPENDICES

APPENDIX A

Instruction in English as a Second Language and English Reading (Fall)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
ESL 1 - Beginner	2	0	2	48	35	1	Vocab; Basic sent. structure; Usage; Oral practice, Simple reading comprehension	S	Alpha - BK 1
ESL 2 - Intermediate	2	0	0	56	34	1	Complex set. structure, Paragraph writing; Simple lit; Oral communication	S	Modern Amer. Eng. (Level 3) Graded Exercises in English
ESL 3 - Advanced	3	1	2	72	9	1	Lit; Composition writing; Usage; Vocab; Oral Communication	S	LADO - BK 4 Tree Grows in Bkly
Lang. Lab 1 - Beginner	2	1	0	49	35	1	Same as ESL 1	S	Alpha - Wkbk. 1
Lang. Lab 2 - Intermediate	2	0	0	54	34	1	Same as ESL 2	S	Eng. Lang. Skills
Lang. Lab 3 - Advanced	2	2	0	60	9	1	Same as ESL 3	S	LADO - BK 4

Instruction in English as a Second Language and English Reading (Spring)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
ESL 1 - Beginner	2	0	2	40	36	1	SEE TABLE 5	S	English 200-BK 1 Real Stories-BK A
ESL 2 - Intermediate	2	0	0	55	36	1	SEE TABLE 5	S	LADO - BK 3 Graded Exercises in English
ESL 3 - Advanced	4	0	2	89	12	1	SEE TABLE 5	S	LADO - BK 5 The Pearl
Lang. Lab 1 - Beginner	2	0	0	40	36	1	SEE TABLE 5	S	LADO -BK 1 LADO -BK 2
Lang. Lab 2 - Intermediate	2	0	0	55	36	1	SEE TABLE 5	S	Cowboys in Alaska
Lang. Lab 3 - Advanced	2	0	0	60	12	1	SEE TABLE 5	S	Alpha- BK 5

*Curriculum codes: C = NYC Curriculum T = Textbook Curriculum O = Other Curriculum
S = NYS Curriculum P = Program-developed Curriculum

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APPENDIX B

Instruction in the Native Language(s) (Fall)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
Native Spanish/Term 5	1	0	0	23	9	5	3rd year Spanish	S, P	El español y su estructura
									Español para el bilingüe
									Tercer Libro
Advanced Spanish/Term 7	2	0	0	44	10	5	4th year Spanish	S, P	Calidoscopio
									La casa de Bernardo Alba
Native Fr.-Creole/Term 5	1	0	0	23	18	5	3rd year French-Creole	S, P	Contes Populaires
									Vous et moi
									Deuxieme Livre
Advanced French/Term 7	1	0	0	32	3	5	4th year French	S, P	Le Petit Prince
									Dans Le Vent
									Cours Superieurs

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S = NYS Curriculum P = Program-developed Curriculum

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Instruction in the Native Language(s) (Spring)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
Native Spanish - Term 2	1	0	0	20	8	1	1st year native Spanish	S, P	Adescubrirlo
									Adescubrirlo-Wkbk
									Cuentos Alegres
Native Spanish - Term 4	1	0	0	26	22	1	2nd year native Spanish	S, P	Español 5
									De aquí y de allá
									A Sentirlo Wkbk
									Tercer Libro (AMSCO)
Native Spanish - Term 6	1	0	0	25	16	1	3rd year native Spanish	S, P	El español y su estructura
									Leyendas Latinoamericanas
Native Spanish - Term 8	1	0	0	33	9	1	Advanced Spanish	S, P	Calidoscopio
									La rana viajera
									La barca sin pescador
Native French/Creole Term 2	1	0	0	4	3	1	1st year native French/Creole	S, P	Et Vous?
									La Famille Martin
									J'Ecris, Tu Ecris
Native French/Creole Term 4	1	0	0	15	14	1	2nd year native French/Creole	S, P	Composition Illustre
									Deuxieme Livre
									Contes Populaires
Native French/Creole Term 6	1	0	0	14	8	1	3rd year native French/Creole	S, P	Images D' Haiti
									Deuxieme Livre
									New French Reader
Native French/Creole Term 8	1	0	0	21	3	1	Advanced French	S, P	Le Bourgeois Gentilhomme
									Cours Superieur
									Dans Le Vente

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S = NYS Curriculum P = Program-developed Curriculum

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